|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1-2** | **3-4** | **5** | **6** | **Total** |
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. |  |
| Visual Aids | Student uses superfluous visual aids or no visual aids. | Student occasionally uses visual aids that rarely support the presentation. | Student's visual aids relate to the presentation. | Student's visual aids explain and reinforce the presentation. |  |
| Mechanics | Student's presentation has four or more spelling errors and/or grammatical errors. | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. |  |
| Eye Contact | Student makes no eye contact and only reads from notes. | Student occasionally uses eye contact, but still reads mostly from notes. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. |  |
| Verbal Techniques | Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. |  |

**Presentation rubric**